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ABSTRACT

To provide a useful reference to published and unpublished documents relating to teacher evaluation, a search was made of the Education Index, Research in Education (RIE), and Current Index to Journals in Education (CIJE), which resulted in this 125-item bibliography. The source for each entry is indicated, along with pricing and ordering information, if available. Abstracts from Research in Education are designated by ERIC document order numbers, and an EDRS order blank is provided. (Compiler)

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ED 089478

ERS annotated bibliography

The Evaluation of Teachers

EA 006 106

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INTRODUCTION

The evaluation of teacher performance is a topic of continual concern to educators and laymen. To provide a useful reference to published and unpublished documents relating to teacher evaluation, a comprehensive search was made of *Education Index*, ERIC's *Research in Education* and *Current Index To Journals in Education*, and the cumulative information files at the Educational Research Service. The result is the 125-item annotated bibliography that follows.

The source for each entry in the bibliography is indicated along with pricing and ordering information, if available. Only those items that are preceded by an "L" are available to ERS subscribers on a *loan* basis. Those items preceded by a "P" are available for *purchase* from ERS. All other documents may be obtained from the indicated source or in a professional library.

ERS is grateful to Macmillan Information for permission to include annotations contained in *Current Index To Journals In Education*. Such abstracts are designated by the initials "EJ" at the end of the abstract.

Also included in the bibliography are abstracts from *Research In Education*. These are designated by ERIC Document (ED) numbers following the title of each RIE entry. For the convenience of users of this bibliography, an EDRS order blank follows page 18.

Although the author has taken care to be comprehensive in assembling these references, it is possible that some documents have been overlooked. ERS would appreciate receiving review copies of any documents omitted from this bibliography.

BOOKS AND PAMPHLETS

Allen, Paul M., and others. *Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder.* Worthington, Ohio: Charles A. Jones Publishing Co., 1970. 93 p. $2.95.

A discussion of the traditional form of teacher evaluation--observation and recording by an "expert"--and a discussion of teacher self-evaluation utilizing an audio or video recording which the teacher can study and code. Advocates use of the Roberson Teacher Self-Appraisal System. Appendices include reviews of research related to teacher self-appraisal, examples of four inservice programs, types of recording equipment, and a selected bibliography.

American Association of School Administrators, Department of Classroom Teachers of the NEA, and National School Boards Association. *Who's a Good Teacher?* Washington, D.C.: the Associations, 1961. 54 p. (Out of print)

An analysis of the findings of research on evaluating teacher effectiveness as they apply to school administrators, classroom teachers, and school-board members. Bibliography included.

Babel, John, Jr. "Teacher Appraisal: How to Make it More Meaningful." Paper presented at the American Association of School Administrators Annual Convention, 1972. 3 p. (ED 066 936)

In this speech, the ingredients of an effective teacher appraisal system are discussed. The author identifies these ingredients as (1) staff involvement; (2) employment of a good management system; (3) setting clear school goals; (4) effective communication at all levels; and (5) sufficient commitment of time, money, and human understanding.

Barr, A. S., and others. *Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness: A Summary of Investigations.* Madison, Wisconsin: Dembar Publications, 1961. 156 p. (Out of print)

A summary of 75 doctoral studies completed at the University of Wisconsin between 1940 and 1960. Attention is given to the nature of evaluation, the criteria of effectiveness, the measuring devices and analysis of data on effectiveness, factors essential to effective teaching, and assumptions--direct and implied--to be derived from the studies.

Beecher, Dwight E. *The Evaluation of Teaching: Backgrounds and Concepts.* Syracuse, New York: Syracuse University Press, 1949. 105 p.

A comprehensive review of the literature on teacher evaluation showing the general trend in teacher appraisal, different approaches to teacher appraisal, research on teacher behavior that pupils like and dislike, a scale for rating teaching effectiveness, and guides for appaisal procedures.

Bellak, Arno A., editor. *Theory and Research in Teaching.* New York: Columbia University, 1963. 122 p. $2.95.

Papers presented at two 1962 conferences pertaining to the classroom behavior of teachers and students. Topics included are: (1) "Toward a Theory of Teaching," (2) "The Evaluating Operation in the Classroom," (3) "Utah Study of the Assessment of Teaching," (4) "Teacher Influence in the Classroom," (5) "The Analysis of Verbal Interaction in the Classroom," (6) "The Scientific Study of Teacher Behavior," (7) "Study of Children Through Observation of Classroom Behavior," (8) "Analysis of Two Kindergarten Settings," and (9) "Classroom Processes Study." A bibliography is included.

Biddle, Bruce J., and Ellena, William J., editors. *Contemporary Research On Teacher Effectiveness.* New York: Holt, Rinehart and Winston, 1964. 332 p. $8.00.

Original papers presented at a 1961 seminar, organized under the following chapter headings: (1) "The Integration of Teacher Effectiveness Research," (2) "Evolution of Current Practices in Evaluating Teacher Competence," (3) "Research on Teacher Behavior in the Context of the Teacher Characteristics Study," (4) "Teaching as Problem-Solving Behavior: A Strategy," (5) "Logical Dimensions of Teaching Behavior," (6) "Environmental Guidance of the Classroom Behavioral System," (7) "Some Relationships Among Teacher Influence, Pupil Attitudes, and Achievement," (8) "The Role Approach to Teacher Competence," and (9) "Age, Teacher's Role, and the Institutional Setting."

Blommel, George R. "Initial Evaluation of a System Approach to Supervision." Paper presented at the American Educational Research Association Annual Meeting, 1972. 11 p. (ED 065 558)

A supervisory program for teachers at the Riverside School, Menomonee Falls, Wisconsin, is based upon two objectives: (1) to make teachers more aware of their classroom behavior, and (2) to

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insure students of adequate instruction. The four phases of the program are: (1) a teacher-initiated request for observation; (2) classroom observation by the principal focusing upon technical skills requested by the teacher; (3) planning by the principal of a teacher-principal conference on the same day as the observation; and (4) a teacher-principal conference. An evaluation of the program's effectiveness is obtained by use of a Satisfaction Survey completed by all fourth and fifth grade teachers in four district schools. The Teacher Request Form for Supervisory Observation, Supervisory Observation of the Technical Skills of Teaching form, and the Supervisory Observation of Student Reactions form are provided. A table presents the mean numerical ratings on statements from the Satisfaction Survey.

Bolton, Dale L. *Selection and Evaluation of Teachers.* Berkeley, California: McCutchen Publishing Company (2526 Grove Street, 94704), 1973. 211 p. $9.50.

Adapted from a report of a national study of school districts, businesses, and government agencies, this book consists of guidelines to improve school personnel practices. A chapter on evaluation of teachers includes discussions of resistance to evaluation, purposes of evaluation, adverse effects of evaluation, development of criteria, and assessment of the evaluation processes. A bibliography is included.

_____. *Selection and Evaluation of Teachers: An Interpretive Study of Research and Development.* Seattle, Washington: University of Washington, 1970. 268 p.

This study was designed to acquire and synthesize research and development information regarding selection and evaluation of teachers which could be used by practicing administrators, teachers, and board of education members to improve school personnel practices. In addition to a review of the literature, the report contains data collected from 67 school districts, 95 businesses, and 19 government agencies. Six major interrelated trends emerged and, according to the author, their incorporation in a personnel system is considered not only possible but desirable. These trends include the systems analysis approach, management by objectives, external evaluation, and concurrent analysis of the results of product and process in a specific situation to obtain feedback for correction of individual problems.

Brighton, Stayner. *Increasing Your Accuracy in Teacher Evaluation.* Englewood Cliffs, New Jersey: Prentice-Hall, 1965. 64 p. $2.25.

A review of the state-of-the-art of teacher evaluation, including various uses of evaluations, appropriate persons to serve as evaluators, criteria against which evaluations should be conducted, the earmarks of a "good" evaluation program, and the various types of evaluation instruments that may be used.

Buck, James J., and Parsley, James F., Jr., compilers. *The Way We See It: A Survey of Teacher Evaluation Policies and Practices Operant in the State of Washington.* Seattle, Washington: School Information and Research Service, 1973. 19 p. (ED 084 223)

This paper is an assessment of teacher evaluation policies and practices operant in First Class School Districts in the state of Washington. The data, submitted from mailed questionnaires, deal with a district's assessment policy and specifically include concerns relating to evaluative personnel, procedures, and an evaluative instrument or model. Approximately 60 percent of the school districts responded. The following conclusions were made: (1) most districts utilized a district-wide evaluation model; (2) the purpose of teacher assessment was instructional improvement; (3) principals were the primary evaluators, with peer evaluators increasing; (4) observation was the most frequent method for evaluation, with the uses of performance objectives and self-evaluation techniques increasing; (5) personal characteristics and instructional skills were the criteria used in evaluation; (6) the rating instrument and the conference were the most common assessment forms; and (7) most districts are now reviewing or revising evaluation programs. Recommendations for improved programs are made. A two-page bibliography is included.

California State Board of Education. *California State Board of Education Guidelines for School Districts To Use In Developing Procedures For Evaluating Certificated Personnel.* Sacramento, California: the Board, 1972. 13 p. (ED 079 370)

A description of local guidelines and a discussion of the development of specific evaluation procedures is given. Contained in appendices are a summary of the relevant legislation, AB 293, implications of the new employee evaluation requirements, suggested activities for developing an evaluation program, and district costs in implementing the requirements of AB 293.

Commission on Public School Personnel Policies in Ohio. *Teacher Evaluation To Improve Learning.* Fourth Report. Cleveland, Ohio: the Commission. (736 National City Bank Building, 44114), 1972. 60 p. 75¢. (ED 076 504)

This report is based on a survey of school superintendents, principals, teachers, and personnel directors in over 50 districts throughout the state. The report focuses on the need for teacher evaluation and the actions required to meet these needs. The report reviews various techniques for evaluation, basic training considerations for evaluators, aspects of improving skills of present evaluators, and general points for organizing evaluations. Some of the recommendations made by the Commission are: (1) school administrators should demonstrate competencies in the application of principles of sociology and psychology; (2) course offerings should be reevaluated, establishing a priority for the development of skills used in teacher evaluation; (3) pilot programs for improving skills of present evaluators should be established by school districts in conjunction with the Ohio State Department of Education; and (4) ways for improving evaluation should be investigated by redefining the role of principal, organizing schools along plans of flexible staffing, and expanding the role of the department chairman to include evaluation. The appendix presents a description of the following forms of teacher evaluation: microteaching, interaction analysis, nonverbal teacher behavior category system, the Student Opinion Questionnaire, Style of Teaching Inventory, and About My Teacher questionnaire.

DeVaughn, J. Everette. *A Manual For Developing Reasonable, Objective, Nondiscriminatory Standards For Evaluating Teacher Performance.* State College, Mississippi: Mississippi State University, Educational Services Center, 1971. 29 p. (Available from Mississippi Educational Services Center, State College, Mississippi 39762) (ED 059 151)

This manual outlines the procedures and processes to be followed in evaluating professional growth and service of teacher personnel. Although a comprehensive evaluation should include all professional personnel, the emphasis is on beginning teachers (those in their initial year in the system) and those who, according to the principal, clearly need assistance. The procedural steps are discussed under the following headings: orientation, initial assessment, teachers in continuing service, possible exemption from interim evaluation, coordination and continued supervision, and interim evaluation. Eight assumptions are listed: (1) educational goals should be expressed in student-behavior terms; (2) objectives should be established in the affective domain; (3) the psychomotor domain should be given attention at the early childhood levels; (4) the teacher's behavior is modified to involve the learners in setting objectives and determining levels of participation; (5) the approach to student evaluation is behavioral; (6) the teacher must be evaluated in behavioral terms; (7) the supervisor must be aware of the behavioral modifications expected; and (8) teachers should be freed from guilt feelings concerning their performance. The evaluation instruments and forms used in evaluating individual teacher tasks are included.

_____. *Policies, Procedures and Instruments in Evaluation of Teacher and Administrator Performance.* A publication of the Southeastern Interstate Project for State Planning and Program Consolidation. Atlanta, Georgia: Davis (Robert) Associates, Inc., 1971. 23 p. (ED 061 607)

This speech first presents an overview of the problems in and the promises of teacher and administrator job performance evaluation. The author contends that a lack of attention to the evaluation process, faulty instruments, poorly defined performance criteria, and the lack of participation involvement present the major difficulties in evaluation programs. The second section focuses on the legal aspects of personnel evaluation with emphasis on the civil rights of school district employees. Recent court litigations have established that school employees should be guaranteed the usual constitutional rights and that reemployment decisions should be in accord with the principles of academic freedom and due process.

Dieter, Donn Louis. *Evaluation of Biology Teachers.* Doctoral dissertation. Chapel Hill, North Carolina: University of North Carolina at Chapel Hill, 1972. 184 p. (ED 074 028)

The purposes of this study were to identify the criteria that are used for evaluating the competencies of biology teachers, to determine the relative importance of these criteria, and to determine if the occupational status of judges affects the way they value specific criteria. The study group consisted of 220 selection committee members of the Outstanding Biology Teacher Award program of the National Association of Biology Teachers which was conducted in 46 states in 1970. The general methods and instruments employed included a review of literature, a questionnaire, and analysis of questionnaire responses. Statistical analysis indicated no significant differences existed between ratings given to items when used for preselection and the ratings given to the same items when used for the final evaluation of candidates for the Outstanding Biology Teacher Award. Results also indicated that the occupational status of various

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judges does relate to the way they might value some criteria. Recommendations are suggested. An extensive bibliography and appendixes of related material are included.

Educational Policies Service, National School Boards Association. *School Board Policies On Teacher Evaluation*. Waterford, Connecticut: the Association, 1971. 32 p. $2.00. (Available in hard copy from NSBA, State National Bank Plaza, Evanston, Illinois 60201; available in microfiche only from EDRS: ED 058 057)

This report provides school district policy samples and other resources on teacher evaluation. Three basic evaluation policy elements are set forth: (1) that the teacher being evaluated should be a partner in the process, (2) that evaluation must take a balanced, humane view of everything the teacher does that affects students; and (3) that many things have to happen to the evaluator as well as to the teacher being evaluated.

P Educational Research Service. *Evaluating Teaching Performance*. ERS Circular No. 2, 1972. Washington, D. C.: the Service, 1972. 60 p. $3.00.

A summary of 1971-72 teacher evaluation programs in 110 school systems (with 25,000 or more pupils) including frequency of evaluation; who evaluates; frequency of classroom observations; prevalence of self-evaluation; types of evaluation procedures utilized; types of forms utilized; methods of apprising teacher of evaluation outcome; and appeal procedures. Reproduces sample evaluation forms and guidelines. Emphasizes evaluations based on performance goals (management by objectives).

P _____. *Evaluating the Evaluator*. ERS Circular No. 4, 1973. Arlington, Virginia: the Service, 1973. 48 p. $4.00.

This report, based on a questionnaire survey of all school districts enrolling over 12,000 pupils, deals with students evaluating teachers, teachers evaluating administrators, and the evaluation of superintendents by other administrators. It contains seventeen evaluation forms used by local school districts.

L ERIC Clearinghouse on Educational Management, compiler. *Competency-Based Evaluation of Educational Staff*. ERIC Abstracts No. 28. Arlington, Virginia: National Academy for School Executives, AASA, 1973. 15 p. $2.00.

An annotated list of 30 items on the evaluation of teachers and administrators.

L _____. *Evaluating Teacher Effectiveness*. ERIC Abstracts No. 20. Washington, D. C.: American Association of School Administrators, April 1971. 21 p. $2.00.

Annotations of 35 ERIC abstracts on teacher evaluation.

Flanders, Ned A. *Analyzing Teaching Behavior*. Reading, Massachusetts: Addison-Wesley Publishing Co., 1970. 464 p. $9.50.

A treatise on the purpose, scoring, and interpretation of Flanders' classroom interaction analysis system. (The system is based on the theory that the acts of teaching lead to reciprocal contacts between the teacher and the pupils, and these reciprocal contacts can be perceived as a series of events which occur one after another. Teachers can analyze their classroom interaction in order to obtain information about the chain of events and especially their own acts to improve teaching behavior.)

_____. "Teacher Effectiveness." *Encyclopedia of Educational Research*. Fourth edition. New York: Macmillan Company, 1969. p. 1423-1437.

A review of the 1960-66 literature on the characteristics of teachers, teacher behavior, and teacher-pupil interaction, and the relationship of these to pupil achievement and pupil attitudes. Concludes that tools long needed for the analysis of the teaching-learning process are gradually being developed in order that teacher effectiveness can be more objectively measured.

Fox Valley Technical Institute. *Predicting Success in Teaching*. Appleton, Wisconsin: the Institute, 1971. 53 p. (ED 071 913)

This is a report on a pilot program in predicting success in teaching conducted at Fox Valley Technical Institute. The goals of the program are listed as follows: (1) to write a philosophy, objectives, and systematic plan for a pilot program of evaluation; (2) to select a personality measurement instrument and an instructor rating scale (for supervisors and students); (3) to conduct an inservice program for supervisors dealing with the administration of the rating scale; (4) as an ultimate goal, to determine whether predicting teacher success is possible through these means;

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and (5) if nothing else, to collect data to support hiring decisions. Findings are included in the text; and scales, tables, and a bibliography are placed as appendices.

Frison, L. S. "Evaluating Teacher Performance--How to Get Beyond the Checklist." Paper presented at the National Association of Secondary School Principals Annual Convention, 1972. 8 p. (ED 062 699)

In this speech, the author, a principal, describes his experiences with teacher evaluation in a Canadian high school. He observes that checklists are too harsh, cold, and sometimes brutal, and insists that the evaluation of teacher performance is a personal matter because of the very personal nature of teaching. The author notes that he tries to observe each teacher in his school for one complete period each semester. He describes this observation and the subsequent discussion with the teacher. In the discussion the principal and the teacher discuss how the teacher may improve his instruction and techniques.

Frye, Helen B. *Development and Initial Validation of the Teaching Situation Reaction Test (Elementary Form), A Measure of Teacher Effectiveness.* Dayton, Ohio: Dayton University Research Institute, 1972. 11 p. (ED 074 050)

The Teaching Situation Reaction Test (TSRT), a measure of secondary school teachers' effectiveness, was adapted to the intermediate elementary grades. The TSRT (Elementary Form) was administered to 210 volunteer teachers in the fourth, fifth, and sixth grades in Dayton, Ohio during January 1969. Two groups of teachers were formed for in-depth study--those scoring in the top 27 percent (High Group) and the bottom 27 percent (Low Group) of the 180 teachers providing usable response sets. Each group contained 48 teachers. Teachers in the High Group were compared with teachers in the Low Group on 25 factors in four categories: personal, classroom, school environment, and performance. A one-way analysis of variance was made by computer, comparing the means of the two groups of teachers on all 25 factors. The F-test was applied to determine significant differences. Results indicated that teachers scoring high on the TRST and teachers scoring low represent different samples of the population. Further conclusions are indicated. (A 9-item bibliography and related research material are included.)

Gage, N. L., editor. *Handbook of Research on Teaching.* Chicago, Illinois: Rand McNally and Co., 1963. 1218 p. $17.50.

Analyses of research on teaching with attempts to relate the research to the behavioral sciences --psychology, sociology, and anthropology. The conceptual framework for research on teaching specified three major classes of variables: (1) Central variables (those referring to a behavior or characteristic of teachers). Includes teaching methods, instruments and media of teaching, and the teacher personality and characteristics. (2) Relevant variables (those which refer to antecedents, consequents, or concurrents of "central" variables). Includes social interaction in the classroom and the social background of teaching. (3) Site variables (those which are typically constant and characterize the situation in which the other variables are studied). Includes grade level and subject matter. The 23 chapters (31 authors) are grouped into four parts: theoretical orientations, methodologies in research on teaching, major variables and areas of research on teaching, and research on teaching various grade levels and subject matters.

Geisert, Paul. *A Discrepancy Evaluation System for Elementary School Teachers 1973.* Laramie, Wyoming: Wyoming University, Science and Mathematics Teaching Center, 1973. 32 p. (ED 081 856)

A model for evaluating the professional activities of elementary school teachers is presented. It is based on: (1) a systematic process for reporting their activities; (2) discrepancy evaluation--the comparison of goals and objectives with outcomes; and (3) product rather than process evaluation. Teacher activity in nine categories is assessed--teaching, curriculum, school-related activities, student interactions, administration, service, professional growth, student evaluation, and test evaluation. The ten steps involved in the evaluation are described. The evaluation forms are included. An appendix contains a sample contract for implementing the discrepancy evaluation models and a list of job targets.

_____. *A Discrepancy Evaluation System for High School Teachers 1973.* Laramie, Wyoming: Wyoming University, Science and Mathematics Teaching Center, 1973. 32 p. (ED 081 857)

Presents a model for evaluating the professional activities of high school teachers based on the same factors as the model for elementary school teachers given in document number ED 081 856 above.

Haak, Ruth Adlof, and others. *Student Evaluation of Teacher Instrument, II.* Manual. Austin, Texas: University of Texas, Research and Development Center for Teacher Education, 1972. 113 p. (ED 080 574)

The Student Evaluation of Teacher II (SET II), the new instrument presented in this manual, is designed for use in securing student evaluations of teachers below the fourth grade or, with disadvantaged students, through the sixth grade. The manual describes the history, nature, and difficulties of the student evaluation of teachers movement and provides all necessary instructions for processing SET II data in any school setting, including those without access to a computer and/or personnel with professional expertise in statistics. The manual consists of the following parts: (1) the rating of teachers by students below high school level--reasonableness, methodology, and results; (2) development of the SET II; (3) the SET II--reliability study, factor analyses, categorical structure (3 factors--stimulating, interactive style, unreasonable negativity, and fosterance of self-esteem), and final form of the instrument; and (4) using the SET II--for feedback and research. The Set II Computer Program Manual is attached.

Kellogg, Marion S. *What To Do About Performance Appraisal.* New York: American Management Association, 1965. 223 p. $7.50.

A guide for the individual responsible for appraising employee performance, whether in education or industry. Includes ethics of conducting appraisals; the coaching appraisal (appraisal conference); how to help employees achieve improvement goals; progress reviews; salary, termination, and promotion appraisals; and recording employees' appraisals.

Lee, Richard R. "Performance Criteria for Teachers: Design of a Model for Innovation." Speech presented at the Teachers of English to Speakers of Other Languages Annual Convention, 1972. 12 p. (ED 060 707)

Educational innovation in English-as-a-second-language (ESL) should promote control of the profession by those who practice it. ESL teachers should provide the criteria by which they wish to be evaluated and by which a conscientious teacher can evaluate her own performance. The members of the Florida affiliate of Teachers of English to Speakers of Other Languages (TESOL) have undertaken the process of developing criteria for ESL teacher behavior in academic skills and in classroom management skills. The specifications are written in behavioral terms, complete with the condition under which these behaviors are to be performed and the criteria by which they are evaluated. The Florida TESOL members discuss the specifications in face-to-face meetings whenever possible. The current list of criteria, awaiting a fourth revision, is included here.

Lewis, Gertrude M. *The Evaluation of Teaching.* Washington, D.C.: Department of Elementary-Kindergarten-Nursery Education, National Education Association, 1966. 92 p. (Out of print)

An analysis of data gathered from interviews with 500 elementary-school pupils, 200 teachers, and 150 parents concerning "What is good teaching?" Also contained are excerpts from the writings of poets, essayists, philosophers, psychologists, and well-known educators.

McDaniel, Ernest. "The Evaluation of Teacher Effectiveness." n.d. 8 p. (ED 065 543)

Literature on teacher effectiveness is presented to illustrate major problems and emerging trends. Conclusions suggest that the most fruitful work in this area will be done within a framework of sophisticated theory regarding instructional processes, coupled with technological tools for studying samples of teaching transactions.

McFadden, Dennis N. *Project D: Appraising Teacher Performance. Final Report. Increasing the Effectiveness of Educational Management.* Columbus, Ohio: Battelle Memorial Institute and School Management Institute, Inc., 1970. 186 p. (ED 075 921)

To meet the need for a system of appraising teachers that is acceptable to the teaching profession, the public, and school management, Project D developed a diagnostic system of appraisal whose aim was to pinpoint areas in which teachers might reasonably be expected to improve their performance. The procedures adopted included the development of a set of standards for effective teaching, the construction of a self-appraisal instrument for the diagnosis of teaching needs, and the development of a network or set of guidelines for using the Self-Appraisal Instrument in an effective way. Over 800 critical incidents of effective and ineffective teaching were collected from a sample of teachers in the sponsoring school districts. Three fields of psychology (learning, measurement, and child development) were reviewed for principles whose application in the classrooms were critical in bringing about the intended instructional results. A list of principles of effective teaching and a collection of behavioral illustrations

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for all principles were employed in the construction of the Self-Appraisal Instrument (SAI). A diagnostic scoring system was developed to assist the teacher in identifying areas in need of improvement. Finally, guidelines were established for the proper implementations of the instrument.

McGee, Robert T. *Guidelines for Effective Educational Supervision.* Santa Monica, California: A. C. Croft (1832 Franklin Street, 90404), 1970. 38 p. $5.95.

This book presents and describes practical guidelines for educational supervision. These guidelines include: (1) supervision of the instructional program is a priority for supervisors; (2) good management procedures create time for supervision; (3) supervision should be based on the best models; (4) know the curriculum and the materials and the activities which support it; (5) be sensitive to theories of learning; (6) share expectations with the staff in clear-cut and operational terms; (7) courtesy is a part of good supervision; (8) make classroom visitations with relative frequency and use the class period as a reasonable measure of the duration of the visit; (9) observe the total learning process and its setting and concentrate upon children and their responses rather than those of the teacher; (10) the conference is a diagnostic opportunity for both the teacher and the supervisor; and (11) develop supervisory style by considering the total educational setting. A 16-item bibliography, a list of periodicals and services, and a professional staff evaluation form are included.

McKenna, Bernard H., and others. *Teacher Evaluation: An Annotated Bibliography.* Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. 29 p. (ED 055 988)

In his introduction to the 86-item annotated bibliography by Mueller and Poliakoff, McKenna discusses his views on teacher evaluation and his impressions of the documents cited. He observes, in part, that the current concern is with the process of evaluation and that most researchers continue to believe that student achievement is the most reliable measure.

Masonis, Edward J. "Problems and Procedures in Planning a Situation Based Video Test on Teaching." Paper presented at the American Personnel and Guidance Association Annual Meeting, 1971. Princeton, New Jersey: Educational Testing Service, 1971. 8 p. (ED 057 095)

This paper briefly outlines some problems one must solve when developing a video-based test to evaluate what a teacher knows about learning and instruction. Consideration is given to the effect the use of videotapes of actual classroom behavior have on test planning. Two methods of incorporating such situational material into the test specifications are discussed and some perceived advantages and disadvantages of each are presented. An account is given of the planning method employed in Project NuTEx, a research project supported by the National Teacher Examinations, along with some evaluative statements about the effects the adopted method had on the project. The many ways of presenting objective test items in a television test are described, and the problems this increased flexibility presents are briefly outlined. Some indication is made of research questions that must be answered if television is to be used rationally as a testing medium.

Melnyk, M. "The Teacher Evaluation Questionnaire and the Quantification of Results." n.d. 13 p. (ED 077 924)

This paper discusses the importance of criteria in the evaluation of a teacher by his students and proposes a method of representing the results of the questionnaire in the form of one weighted average. The following points, emphasized in the construction of the questionnaire, are elaborated: (1) the characteristics of a good teacher; (2) the formulation of broad, basic, purposeful questions; and (3) the opportunity for students to express their feelings. Also detailed are the objectives of the questionnaire: (1) the lessening of personal bias in the evaluation process; (2) the evaluation of the instructor in relation to student learning; (3) the encouragement of a helpful attitude of the instructor toward his students; (4) the discouragement of easy grading and minimal requirements; (5) the encouragement of uniform grading; and (6) the comparison of teachers in the same area. A questionnaire is included with the computation of weighted means.

Nelson, Richard, and others. *A Consortium for Occupational Competency Testing of Trade and Industrial/Technical Teachers.* Final Report. New Brunswick, New Jersey: Rutgers University, Department of Vocational-Technical Education, 1973. 197 p. (ED 079 521)

This report documents the work of the first national effort to design tests for the evaluation of the occupational competency of trade and industrial/technical teachers in 24 major occupational areas. Participating in the project were 717 specialists from industry, education, government, the military, and testing organizations. Tests were developed and administered to 2,010 selected candidates at 24 pilot area test centers established throughout the country.

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The project proved the feasibility of establishing a permanent National Occupational Competency Testing Institute to be located at Princeton, N.J. Through the Consortium of States, the network of area test centers will provide evaluative services essential to the selection of competent teachers and thus improve vocational education and manpower training programs. Phase I of the project resulted in the organization of a Consortium of States, the preparation of a handbook for developing occupational competency tests, and pilot testing of 24 areas. Phase II developed additional tests and set up scoring techniques and training programs. In Phase III more tests in additional occupational areas were developed, field testing was expanded, and the National Occupational Competency Institute was established. Recommendations for continuing programs and services are presented, and listings of project participants and materials used are appended.

National Education Association. *Evaluation of Classroom Teachers.* Research Report 1964-R14. Washington, D.C.: the Association (1201 16th Street N.W., 20036), 1964. 125 p. (Out of print)

A small-sample survey of evaluation practices as seen by superintendents, principals, and teachers in school districts with 300 or more pupils enrolled. Describes rules, establishment of criteria, observations of classroom teaching, conferences with teachers, uses made of evaluations, and teachers' right to appeal. Reports on respondents' opinions concerning the soundness of evaluation and whether it leads to desirable outcomes.

_____. *Evaluation Systems for Education: Descriptive Abstracts.* Washington, D.C.: the Association (1201 16th Street, N.W., 20036), 1973. 31 p. (ED 079 282)

This document contains brief abstracts of 13 different teacher evaluation systems; each includes a description of the system and its purpose, an outline of criteria, and an explanation of how it works and where to get further information. It is intended as an aid to teachers and teacher associations in assessing the appropriateness of a variety of evaluation systems.

_____. *Planning the Evaluation of Educators: A Simulation.* Washington, D.C.: the Association (1201 16th Street N.W., 20036), 1972. 76 p. $15.00.

This document is a guide for a workshop that enables participants to experience the positions and attitudes of persons who should make decisions about staff evaluation in a school district. It includes materials for 8 participants, a director's handbook, role descriptions, and 4 different work booklets. A color filmstrip with reel tape narration and script of the same title is available for an additional $15.00.

Ohio Education Association. *Teacher Evaluation: Interface on Learning.* Columbus, Ohio: the Association (225 E. Broad Street, 43215), 1970. 182 p. Single copy free to members of OEA; $1.00 to nonmembers. (Available in microfiche from EDRS: ED 057 008)

This document contains papers from a variety of sources related to the topic of teacher evaluation.

Olds, Robert. *Self-Evaluation For Teachers and Administrators.* Worthington, Ohio: School Management Institute (6800 High Street, 43085), 1973. 64 p. $5.00. (ED 083 676)

This book describes methods of self-evaluation in the setting of performance objectives, the monitoring of performance data and data-producing activities, conducting the self-evaluation, and participating with the evaluator in "progress conferences." It discusses the development and analysis of performance data, and it reviews recent pilot programs in monitoring techniques. Instructions are given for the development of a tested personalized self-evaluation instrument that the individual can use in connection with a performance evaluation plan or for a personal plan of self-development.

Panitz, Adolph, and Olivo, C. Thomas. *National Occupational Competency Testing Project. A Consortium For Occupational Competency Testing of Trade and Industrial/Technical Teachers. Phase II: Directions For Area Test Center Coordination, Test Development, and Test Administration.* New Brunswick, New Jersey: Rutgers University, Department of Vocational-Technical Education, 1971. 59 p. (ED 057 218)

Occupational competency evaluation through written and performance tests assures that prospective vocational teachers possess the level of competence essential for effective teaching. The overall purpose of this project is to develop occupational competency examinations for nationwide use in evaluating trade and industrial education teachers. This second phase of a three-phase project involves: (1) directions for area test center coordination; (2) actual test

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development by procedures field tested in phase one; and (3) administration of written and performance tests. Each section includes the function of the individuals involved, sequence of the procedures, specific examples that show results of the various steps, and sample work sheets. Several illustrations and worksheets are provided throughout the publication.

L Penn-Harris-Madison School Corporation. *Performance-Based Teacher Appraisal Program.* Mishawaka, Indiana: the School Corporation, 1973. 57 p. $7.50.

This evaluation system is based on the belief that the primary purpose of an appraisal system is to help teachers strengthen and improve their level of performance and effectiveness. The program consists of two related parts: a self-appraisal plan and a general appraisal plan. Instruments and appraisal schedules are included.

Pi Lambda Theta. *The Evaluation of Teaching.* A Report of the Second Pi Lambda Theta Catena. Washington, D.C.: Pi Lambda Theta, 1967. 260 p. $2.50.

Five position papers and colloquies on the evaluation of teaching. The papers and colloquies address six questions: (1) What are the assumptions in the premise "Teaching can be evaluated"? (2) Assuming that teaching can be evaluated, who should assume the responsibility for such evaluation? (3) What are the components of the context in which teaching should be evaluated? (4) What are the criteria to be used in evaluating teaching? (5) What contributions has the evaluative process made in assessing the components of teaching (and teaching effectiveness) up to the present time? (6) What are the directions in which evaluation and research must move for the clarification and improvement of teaching to be effected?

Poliakoff, Lorraine L. *Evaluating School Personnel Today.* Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1973. 16 p. (ED 073 045)

This document, an evaluation of school personnel, is based on a review of the literature on evaluation in the ERIC system. Emphasis is placed on the evaluation of school administrators, teacher evaluation by students, and the teacher's role in evaluation. A 23-item bibliography is included.

Popham, W. James. *Designing Teacher Evaluation Systems. A Series of Suggestions for Establishing Teacher Assessment Procedures as Required by the Stull Bill (AB293), 1971 California Legislature.* Los Angeles, California: Instructional Objectives Exchange (Box 24095, 90024), 1971. 51 p. $1.25. (Available in microfiche only from EDRS: ED 070 716)

The analysis is intended to provide California educators with a number of specific, step-by-step suggestions for devising the teacher appraisal systems required by new legislation in the Stull Bill. An overview of essential ingredients of the new requirements is given in the first part of this document in order to familiarize teachers with required elements of the new legislation so they may consider alternative methods of implementation. Short sections deal with preliminary considerations of the analysis and a brief review of unsatisfactory methods of assessing teacher effectiveness which have been employed over the years. Major emphasis is upon designing a satisfying system of appraising teachers. Each of the key elements in the new legislation is examined in detail, and is followed by a series of possible implementation procedures. A verbatim section of the new law dealing with teacher education and a selected reference section are presented at the close of the report.

_____. *Evaluating Instruction.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. 157 p. $6.95; paperback, $3.50.

This book consists of six self-instructional programs to be completed individually by the reader. Topics of the programs are: current conceptions of educational evaluation; modern measurement methods; instructional supervision; a criterion-referenced strategy; constructing teaching performance tests; using teaching performance tests; and alternative avenues to educational accountability. The latter includes personal, professional, and public accountability.

Redfern, George B. *How To Appraise Teaching Performance.* Columbus, Ohio: School Management Institute (6800 High Street, 43085), 1963. 100 p. (Out of print)

A guide to the establishment and operation of a teacher appraisal program from both the system-wide and building standpoint. Focuses on "teacher performance" depending upon teacher-evaluator cooperation in order for evaluation to be an integral part of achieving an effective educational program and not simply an inspection. Emphasizes the setting of performance goals against which teachers are assessed.

L _____. *How To Evaluate Teaching: A Performance Objectives Approach.* Worthington, Ohio: School Management Institute, Inc. (6800 High Street, 43085), 1972. [illegible] p. $5.00.

This book is concerned with the objectives of teacher evaluation, the materials and tools of evaluation, and the utilization of evaluation outcomes. The principal's attitude toward and his vital role in the evaluation process is discussed, and one chapter contains the approach for the performance evaluation of administrators.

Rosen, Pamela, editor. *Assessment of Teachers.* Princeton, New Jersey: Educational Testing Service. (Rosedale Road, 08540), 1973. 11 p. (ED 083 322)

This 53-item test bibliography lists a variety of currently available measures that may be used to assess teachers. Among the devices described are: instruments that are completed by teachers and that provide an indication of their proficiency in or knowledge of both general and specific areas in education; self report attitudinal measures for teachers; instruments that are completed by students and that may indicate their attitudes toward and/or evaluations of a particular teacher or classroom situation that is dependent upon the teacher; and observational devices that may be used to consider such factors as the teacher's competence, teaching style, characteristics and/or interaction with pupils. Information was obtained from the holdings and references of the Educational Testing Service Test Collection.

Russell, James D. "Assessment of Teaching Competencies." *Developing Teacher Competencies.* Englewood Cliffs, New Jersey: Prentice-Hall, 1971. p. 306-316.

A description of means for self-evaluation, including audio tape recordings, video tape recordings, and interaction analysis. Suggests seven areas of competencies that should be evaluated.

Ryans, David G. *Characteristics of Teachers: Their Description, Comparison, and Appraisal.* A Research Study. Washington, D.C.: American Council on Education, 1960. 416 p. (Out of print)

Information on significant teacher characteristics and objective measures that might be used in evaluating and predicting teacher behavior. Identified in this work are the following patterns of behavior related to success in teaching: (1) warm, understanding, friendly versus aloof, egocentric, restricted teaching behavior; (2) responsible, businesslike, systematic versus evading, unplanned, slipshod teaching behavior; and (3) stimulating, imaginative, surgent versus dull, routine teaching behavior. He found statistically significant differences in personality characteristics between elementary-school and secondary-school teachers, and among teachers of various secondary-school subjects. A bibliography is included.

Sandefur, J. T., and Bressler, Alex A. *Classroom Observation Systems in Preparing School Personnel.* Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. 32 p.

A summary of research on the use of observation systems in evaluating teacher effectiveness, a review of selected classroom observation systems of three types (affective, cognitive, and multidimensional), and a review of the influence of classroom observation systems in programs for the preparation of school personnel. Includes annotated bibliography.

Simon, Anita, and Boyer, E. Gill, editors. *Mirrors for Behavior: An Anthology of Classroom Observation Instruments.* Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1967 and 1970. Fourteen volumes.

Reviews of 79 observation systems used in education and other fields to analyze the behavior of teachers.

L Simpson, Ray H. *Teacher Self-Evaluation.* New York: Macmillan Co., 1966. 100 p. $1.95.

A report on teacher self-evaluation in eight contexts: (1) purposes; (2) procedures and tools; (3) areas for self-evaluation important to the novice and teacher changing positions; (4) as a means for diagnosing current knowledge and enlarging perspective; (5) as a means for improving goal setting and classroom procedures; (6) as a means of making textbook selection and utilization more effective processes; (7) as a means of diagnosing and improving aspects of personality; and (8) as a means of evaluating current relationships with colleagues.

Speicher, Dean. "Can Teacher Evaluation Be Made Meaningful?" Paper presented at the American Association of School Administrators Annual Meeting, 1972. 14 p. (ED 060 575)

This paper presents, in outline form, highlights from the AASA annual meeting clinic on teacher evaluation. The report presents: (1) an overview of teacher evaluation; (2) the components of an effective evaluation plan for instructional personnel; and (3) a strategy for developing an effective teacher evaluation plan in a school system.

Steffensen, James P. *Staff Personnel Administration.* U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1963, No. 6. Washington, D.C.: Government Printing Office, 1963. Chapter IV, "Staff Evaluation," p. 25-34.

Identification of trends in staff evaluation policies, based on visits to seven school districts, correspondence with administrators in several other large districts, and examination of personnel journals.

Stone, Richard. *The Good Teacher: How Teachers Judge Teachers.* New York: Philosophical Library, Inc., 1970. 114 p. $6.25.

A discourse of personal experiences and records on how teachers judge teacher quality in other teachers.

Washington, Eva. *Expert Teacher Action Program.* Belmont, California: Fearon Publishers/Lear Siegler, Inc. (Education Division, 6 Davis Drive, 94002), 1971. 18 p. $2.00.

The expert teacher action program is to improve classroom teaching performance. The program has been tested in workshop sessions involving more than 1,200 educators representing 50 school districts. A set of standards, consisting of 25 variables, lead to the definition of expert teaching. Each variable deals with a major aspect of the duties of the professional teacher. The book details procedures for becoming a skilled observer of classroom actions and conditions. It then explores methods of evaluating observations on the basis of the variables. The program also includes a self-evaluation guide for teachers. Appendices contain detailed material used in the program, including the self-training program for inservice teachers, film observation practice score sheet, and classroom observation practice score sheet.

Westside Community Schools. *Job Improvement By Objectives.* Omaha, Nebraska: the Schools, 1971. 46 p. (ED 071 182)

This report provides the school district's program for evaluating teachers. The report: (1) discusses the philosophy behind the evaluation program; (2) outlines the procedures to be followed; (3) defines the roles of the participants; (4) describes the goals and objectives of the school district, and (5) provides sample instruments used in the teacher evaluation process.

Whistler, Thomas L., and Harper, Shirley, F., editors. *Performance Appraisal, Research and Practice.* New York: Holt, Rinehart and Winston, 1962. 593 p. $14.75.

An account of appraisal practices used in industry. Contains readings from publications in such fields as industrial psychology, personnel administration, and sociology; a summary and evaluation of performance appraisal by the editors; and case studies of appraisal plans.

Wotring, C. Jarvis. *A Pilot Study to Evaluate Teachers Educated at Central Michigan University.* Mount Pleasant, Michigan: Central Michigan University, 1972. 37 p. (ED 064 230)

The main purposes of this pilot study were to obtain school principals' evaluations of recent Central Michigan University graduates and to determine how the graduates felt about their preparation and the professors who had taught them. Seventy-nine principals evaluated 252 teachers in urban, suburban, and rural schools in lower Michigan. The sample was representative of employing communities and proportionate to the total number of elementary, secondary and special education teachers graduated by CMU during the calendar years 1968, 1969, 1970. Eleven criteria were used in the evaluation. A factor analysis yielded three factors in the evaluation: the skill factor, the human factor, and the academic factor. The evaluation form had both content and construct validity. Three of the eight conclusions of the study indicated that teachers prepared at CMU are better than average in their third year teaching, teachers prepared by CMU were satisfied with their education, and the way teachers feel about their instructors affects their satisfaction with their education. Further studies should be done using matched pairs of teachers surveyed and principals' evaluations of teachers based on behavior criteria. Appendices include evaluations, factors and chi-square analysis.

PERIODICALS

Armstrong, Harold R. "Performance Evaluation." *National Elementary Principal* 52: 51-55; February 1973. Single copy, $3.00.

Describes and criticizes traditional approaches to performance evaluation, presents and argues for the adoption of the "Redfern Approach," suggests job target selection and description, presents 21 categories of effective teaching against which to measure job targets, and argues for dynamic rather than static performance evaluation plans.--EJ.

Bail, Frederick T., and Dunn-Rankin, Peter. "The Evaluation of Teaching Effectiveness." *Educational Perspectives* 11: 26-32; May 1972.

Authors discuss evaluation of teaching effectiveness within four contexts: perceived importance; current status of evaluation; dimensions of evaluation; and purposes of evaluation.--EJ.

Barsalou, Judith M.; Killinger, June E.; and Thompson, June E. "Student Evaluation of Staff in Secondary Schools." *Bulletin of the National Association of Secondary School Principals* 58: 10-14; February 1974. Single copy, $2.00.

The authors describe the student evaluation program administered by the student government of San Mateo High School, California, during the 1971-72 school year and explore questions about the reliability of student evaluation of teachers.

Bolen, John E. "The Dilemma in Evaluating Instruction." *National Elementary Principal* 52: 72-75; February 1973. Single copy, $3.00.

Discusses the three vital factors upon which information derived from an evaluation instrument depends: (1) the criteria by which teaching performance is judged; (2) the reliability and validity of the acquired data; and (3) the comparison of the evidence against the criteria.--EJ.

Brown, Betty Jean. "Delta Pi Epsilon Research-Award Study." *Delta Pi Epsilon Journal* 15: 1-14; May 1973.

A comparison of student and supervisor ratings of high school business education teachers revealed that both types of evaluation are needed to present a complete analysis of teaching performance.--EJ.

DeVaughn, J. Everette. "Evaluation and Due Process: Legal Aspects." *National Elementary Principal* 52: 88-91; February 1973. Single copy, $3.00.

Cites court decisions which point out the need for fair evaluation systems if personnel are to enjoy due process and school boards are to be less vulnerable to attacks in courts of law.--EJ.

Dropkin, Stan. "Twin Dimensions of Teacher Behavior Assessment." *Contemporary Education* 44: 142-146; January 1973.

This article explains the combination of competence and effectiveness in evaluating teacher performance.--EJ.

Drummond, William H. "Involving the Teacher in Evaluation." *National Elementary Principal* 52: 30-32; February 1973. Single copy, $3.00.

Offers seven suggestions to elementary principals that might make the teacher-administrator evaluation a positive force for school improvement.--EJ.

Ignatoff, John G. "A New Look at Evaluating Teacher Performance." *Education Canada* 11: 19-21; December 1971. (Published by the Canadian Education Association, 252 Bloor Street West, Toronto, Ontario, Canada.)

Teacher performance evaluations should be teaching-learning centered; planned and continuous; cooperatively designed and implemented.--EJ.

Gallington, Ralph O., and Haskell, Roger W. "How to Test the Accountable Vocational Teacher." *Industrial Arts and Vocational Education* 61: 26-28; April 1972.

Past enployment in industry is a poor measure of a vocational teacher's mastery of his trade. Consider, instead, expertly monitored trade competency exercises.--EJ.

Hall, Walter J. "Involving Teachers in Their Evaluation." *Bulletin of the National Association of Secondary School Principals* 57: 94-95; December 1973. Single copy, $2.00.

The evaluation system used in Haverford Township Senior High School, Havertown, Pennsylvania includes required and optional evaluation activities for teachers. Students are involved through the use of an open-ended questionnaire. Responses to the questionnaire are for the teacher's use only.

Howsam, Robert B. "Current Issues in Evaluation." *National Elementary Principal* 52: 12-17; February 1973. Single copy, $3.00.

Argues that, if progress is to be made, educators must develop processes by which they redefine their own professional goals, identify their objectives, proceed toward them, and put into operation an evaluation system that is strongly formative in its effect.--EJ.

Hunter, Madeline C. "Appraising Teaching Performance: One Approach." *National Elementary Principal* 52: 60-62; February 1973. Single copy, $3.00.

Describes a diagnostic teaching performance instrument (TAI) that gives the teacher, the teacher educator, or the supervisor concrete evidence of what the teacher has learned, or needs to learn, and what he is able to apply correctly in the classroom.--EJ.

Jacobson, Joan. "Should Students Evaluate Teachers?" *Today's Education* 62: 49; May 1973. Single copy, 80c.

Article provides a list of recommendations for students interested in evaluating their teachers as a means of improving their instructional interaction and educational environment.--EJ.

Jones, Anthony S. "A Realistic Approach to Teacher Evaluation." *Clearing House* 46: 474-481; April 1972. Single copy, 80c, paid with order.

Author explores the continuing problem of an adequate approach to teacher evaluation and suggests a procedure which he has found to be satisfactory.--EJ.

Justin, Thomas B. "A Reliable Measure of Teacher Effectiveness." *Educational Leadership* 3: 49-55; October 1969.

A report of an experiment with 10 student teachers, based on the use of instructional objectives in subject matter fields unfamiliar both to students and teachers. The data from the study show that the ability of student teachers to produce pupil achievement can be measured reliably, the general teaching ability can be measured in terms of pupil achievement, and that there is a relationship between student teacher attitude (as measured by the Minnesota Teacher Attitude Inventory) and pupil-achievement-producing ability and between teacher attitude and general teaching ability.

Koblitz, Minnie W. "Judging the Teacher." *Today's Education* 62: 46-48; April 1973. Single copy, 80c.

An interview with two teachers, one from an open classroom and the other from a traditional one, in which teacher evaluation in varying learning settings is discussed.--EJ.

Krasno, Richard M. "Accountability and Research on Teacher Effectiveness." *Administrator's Notebook* 21: 1-4; September 1972. Single copy, 40c.

Draws on literature dealing with teacher effectiveness for an examination of four topics central to accountability--the concept of the "good leaders," the complexity of the teaching-learning process, the limitations of outcome measurement, and the importance of long-range outcomes.--EJ.

Kult, Lawrence E. "Alternatives to Teacher Evaluations." *Clearing House* 47: 277-279; January 1973. Single copy, 80c, paid with order.

Three alternatives to teacher evaluations offered are: (1) initiate a cooperative school evaluation exchange program via video tape; (2) provide evaluation of teacher, administrator, and student by each other; (3) organize and develop teacher/administrator improvement through writing units, reports, authorship of professional articles.--EJ.

Levinson, Harry. "Management by Whose Objectives?" *Harvard Business Review* 48: 125-134; July-August 1970.

A description of pitfalls to be avoided in developing and utilizing performance objectives as a means of appraisal. Warns against over-quantification of performance assessment and losing sight

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of personal goals in favor of corporate goals. Advocates group goal-setting and appraisal of managers by subordinates. Includes bibliography on management by objectives.

Levinthal, Charles F.; Lansky, Leonard M.; and Andrews, O. Ernest. "Student Evaluations of Teacher Behavior as Estimations of Real-Ideal Discrepancies: A Critique of Teacher Rating Methods." *Journal of Educational Psychology* 62: 104-109; April 1971.

Ratings imply comparative judgments between the values of the observer and his observations. For instance, a student's ratings of his teacher are estimates of the discrepancy between the student's ideals for the teacher's behavior and what he sees the teacher do. However, most methods for collecting teacher ratings make assumptions about ideals and about the discrepancies between ideals and observed behavior. In order to assess the relevance of direct measurement of ideals, students were asked to rate a teacher and to report their ideals for the teacher's behaviors. The judgments of ideal behavior varied across students and items; there were also interactions between ideals and observed responses. Thus, the authors recommend new approaches to teacher ratings.

Lucio, William H. "Pupil Achievement as an Index of Teacher Performance." *Educational Leadership* 31: 71, 73-75, 77; October 1973.

The author reviews research relating teacher effectiveness to learner achievement. He concludes that systematic efforts in the direction of analyzing teacher performance as a correlate of predicted changes in learners might be expected to: (1) establish appropriate criteria for assessing teacher performance; (2) improve teachers' skills in defining and achieving instructional objectives; (3) provide more explicit evidence of pupil learning; (4) define better the degrees of accountability for school personnel in accomplishing the goals of schooling; and (5) provide evidence for the public that schools are achieving stated objectives. Includes bibliography.

McKenna, Bernard H. "A Context for Teacher Evaluation." *National Elementary Principal* 52: 18-23; February 1973. Single copy, $3.00.

Until both public and profession look on evaluation as an important, continuous activity in bringing about instructional improvement and an integral part of the instructional process itself, and until this view is reflected in the allocation of talent, time, and money, evaluation will continue to be an ineffective tool at best.--EJ.

_____. "Teacher Evaluation--Some Implications." *Today's Education* 62: 55-56; February 1973. Single copy, 80¢.

The scope of evaluation in education is much broader than just teacher evaluation, and it must be considered in the broader context or it will continue to be fragmented, inconclusive, and most unfortunately, unjust.--EJ.

McNally, Harold J. "Teacher Evaluation That Makes a Difference." *Educational Leadership* 29: 353-357; January 1972. Single copy, $1.00.

Analyzes the reasons behind teacher evalution and discusses the characteristics of a good evaluation program.--EJ.

_____. "What Makes a Good Evaluation Program?" *National Elementary Principal* 52: 24-29; February 1973. Single copy, $3.00.

Ten characteristics of a well-conceived program of teacher evaluation are identified for the aid of administrators.--EJ.

McNeil, John D. "Performance Tests: Assessing Teachers of Reading--A Proposal." *Reading Teacher* 25: 622, 624-627; April 1972. Single copy, $2.00.

The author advocates performance tests as one answer to the problem of identifying effective instructors. This type of testing involves giving a number of teachers identical instructional tasks (objectives) and a sample of a measure to be administered to pupils after the teaching has occurred.

Medley, Donald M. "A Process Approach to Teacher Evaluation." *National Elementary Principal* 52: 33-35; February 1973. Single copy, $3.00.

Teacher evaluation should be based on assessment of the process of teaching rather than on the product. If teachers are evaluated according to their ability to change, they will change.--EJ.

Miller, Susan K. "The Teachers' View of SPI&A." *Phi Delta Kappan* 54: 104; October 1972. Single copy, $1.00, paid with order.

A Newport Beach, California, teacher evaluates that district's Staff Performance Improvement and Appraisal Program.--EJ.

Mueller, Dorothy G. "How to Evaluate Teaching." *Journal of Teacher Education* 22: 229-244; Summer 1971.

A 75-item annotated bibliography.

Musella, Donald. "Improving Teacher Evaluation." *Journal of Teacher Education* 21: 15-21; Spring 1970.

A review of research on the cause-effect relationships in the teaching-learning situation. The author concludes that it is of little help in identifying what effective teaching should be; rather he advocates extensive use of teacher self-evaluation through analysis of classroom behavior.

National Education Association, Research Division. "Evaluation of Teaching Competence." *NEA Research Bulletin* 47: 67-75; October 1969.

Three articles that review the evaluation of teachers from three aspects: current practice, based on procedures in 213 school systems; teacher opinion on who should evaluate and the purposes of evaluation; and aspects of teacher evaluation defined in professional negotiation agreements.

_____. "Teacher Evaluation Provisions in Negotiated Agreements." *Negotiation Research Digest* 2: B-1--B-4; April 1968.

A collection of sample professional negotiation agreement articles relating to teacher evaluation.

Newlin, Bruce C. "Case Study No. 2: Implementation of Teacher Evaluation." *Thrust for Educational Leadership* 2: 17-20; November 1972. (Published by the Association of California School Administrators, 1550 Rollins Avenue, Burlingame, California 94010)

Described is Lancaster (California) School District's implementation of its evaluation system within the framework of educational accountability.--EJ.

Pierce, Wendell, and Smith, Ronald. "Evaluation. . . Should Be a Welcomed Experience." *Instructor* 83: 34; April 1974.

A discussion of the Redfern approach to teacher evaluation.

Poliakoff, Lorraine. "Recent Trends in Evaluating School Personnel." *National Elementary Principal* 52: 39-44; February 1973. Single copy, $3.00.

The trends in evaluating school personnel today focus on the participation of the person evaluated and on his needs and rights as a professional and human being. This article is based on a review of the literature on evaluation in the ERIC system.--EJ.

Pogirski, Alex, and Voss, Burton. "Evaluating the Biology Teacher's Behavior in the Classroom." *American Biology Teacher* 34: 279-281; May 1972.

Reports degree of relationship between assessments of teachers' procedural and verbal behavior made independently by teacher self report, student checklists, and the observations of an outside observer.--EJ.

NJEA Review. "Performance Evaluation." *NJEA Review* 46: 18-19; April 1973. (Published by the New Jersey Education Association, 180 West State Street, Trenton, New Jersey 08608)

Discusses the evaluation of teacher competence as a requirement for certification.--EJ.

Niedermeyer, Fred, and Klein, Stephen. "An Empirical Evaluation of a District Teachers' Accountability Program." *Phi Delta Kappan* 54: 100-103; October 1972. Single copy, $1.00, paid with order.

Describes the Staff Performance Improvement and Appraisal Program at Newport-Mesa, California. --EJ.

Popham, W. James. "Found: A Practical Procedure to Appraise Teacher Achievement in the Classroom." *Nation's Schools* 89: 59-60; May 1972. Single copy, $2.00.

Argues that the most widely used measures of a teacher's instructional skill--ratings, classroom observations, pupil performance on standardized tests--have proved inadequate and suggests that a teaching performance test would be an effective teacher assessment technique.--EJ.

_____. "The New World of Accountability: In the Classroom." *Bulletin of the National Association of Secondary School Principals* 56: 25-31; May 1972. Single copy, $2.00.

A leading proponent of behavioral objectives, the author provides persuasive argument on how objectives can be used to bring about classroom accountability. The principal, he says, must be aware of real and specious teacher-performance assessment.--EJ.

_____. "Teaching Performance Tests." *National Elementary Principal* 52: 56-59; February 1973. Single copy, $3.00.

As a method of helping teachers evaluate their own instructional performance on the basis of how that instruction affects learners, teaching performance tests may prove a useful ally to the elementary school principal.--EJ.

Pulley, Jerry L. "Teacher Appraisal." *Clearing House* 47: 34-36; September 1972. Single copy, 80¢, paid with order.

Suggestions on the role teachers, principals, and subject-matter consultants should play in the teacher evaluation process.--EJ.

Radebaugh, Byron F., and Johnson, James A. "Excellent Teachers. What Makes Them Outstanding?" *Clearing House* 44: 153-156; November 1969.

Phase I of this study examined a group of "excellent" teachers in four northern Illinois senior high schools and identified those characteristics found more often in these teachers than in other teachers. Phase II of the study is reported in the March 1971 issue of *Clearing House*.

_____. "Excellent Teachers. What Makes Them Outstanding?" *Clearing House* 45: 414-418; March 1971.

Phase I of this study was reported in the November 1969 issue of *Clearing House*. Phase II further identified the characteristics of "excellent" teachers as opposed to other teachers based on audio tapes of typical classes, analyses of the tapes, responses to selected questions regarding teaching excellence, and response to a standardized test designed to measure critical thinking ability.

Rosenshine, Barak. "Evaluation of Classroom Instruction." *Review of Educational Research* 40: 279-300; April 1970.

A review of research on classroom observational studies, instruments, and category systems. [See also reviews in earlier issues--June 1967, October 1963, October 1961, June 1958, and in June issues on a regular three-year cycle (1955, 1952,...1931).]

Roth, Theodore C. "Towards a Delineation of Professional Knowledge." *Kappa Delta Pi Record* 9: 9-11; October 1972.

Treats teacher evaluation and education from the standpoint of cognitive competence as opposed to performance criteria alone.--EJ.

Scott, Harry V. "Classroom Assignments: A Constructive Approach to an Ignored Teaching Competency." *Kappa Delta Pi Record* 8: 74-76; February 1972.

Through his assignments, a teacher reveals a valid sample of his teaching skill, his concept of his discipline's importance, and his view of his students.--EJ.

Seymour, Mary. "Evaluation of Teaching Competence by Three Groups of Educators." *Journal of Experimental Education* 40: 77-82; Winter 1971.

The purpose of this study was to compare the perceptions of teacher competence within and among three groups of educators as measured by the interview scales of the Instrument for the Observation of Teaching Activities (IOTA).--EJ.

Shaw, Jane S. "Students Evaluate Teachers and -- Better Sit Down -- It Works." *Nation's Schools* 91: 49-53; April 1973. Single copy, $2.00.

Evidence strongly indicates that students can reliably evaluate teachers and that many teachers actually welcome constructive student criticism.--EJ.

Smith, Owen T. "Evaluating the Teacher." *Thrust for Education Leadership* 2: 30-31; October 1972. (Published by the Association of California School Administrators, 1550 Rollins Avenue, Burlingame, California 94010)

Describes two objectives of "a longitudinal study of teacher-pupil behaviors concerning improvement of the quality of teaching and student achievement."--EJ.

Starry, Allan R., and others. "An Automated Instructor and Course Appraisal System." *Educational Technology* 13: 61-64; May 1973.

The authors describe a new standardized method of diagnosing instructional strengths and weaknesses.--EJ.

Thornsley, Jerome R. "Case Study No. 4: Recognition and Respect for Teacher Competency." *Thrust for Education Leadership* 2: 23-27; November 1972. (Published by the Association of California School Administrators, 1550 Rollins Avenue, Burlingame, California 94010)

In order to improve the quality of educational services provided individually and collectively by certificated personnel within Yucaipa District, the guidelines and procedures described in this report establish a functional system of evaluation and assessment for such personnel.--EJ.

Wanat, Stanley F. "Performance Tests: Assessing Teachers of Reading--A Response." *Reading Teacher* 25: 623, 628-633; April 1972. Single copy, $2.00.

Responds to McNeil's proposal for assessing teacher competency, arguing that the technique (1) is unrepresentative of a teacher's behavior, (2) uses inappropriate statistical techniques, and (3) is punative rather than diagnostic.--EJ.

Washington, Eva. "The Expert Teacher Action Study: A New Approach to Teacher Evaluation." *Journal of Teacher Education* 21: 258-263; Summer 1970.

A description of the ETAS program of teacher and administrator evaluation developed in California. The program requires teacher-administrator teams to: (1) analyze and criticize 25 criteria for teaching expertness; (2) complete man-in-motion studies of filmed classroom action; (3) conduct team observations of teachers in their own classrooms; (4) hold confidential conferences with the teachers observed; and (5) plan and carry out long-range programs of self-evaluation and improvement.

Watson, James R. "Kids as Critics: Can They Evaluate?" *Instructor* 83: 40; April 1974.

The author suggests a program for student evaluation of teachers. The article contains a sample evaluation form.

Wicks, Larry E. "Opinions Differ: Teacher Evaluation." *Today's Education* 62: 42-43, March 1973. Single copy, 80¢.

Reports on an evaluation project conducted by the National Education Association, Minnesota Education Association, and the Rochester (Minnesota) Education Association in which students, supervisors, peers, outside groups, or a combination of these can engage in formal evaluation of teachers.--EJ.

Zax, Manuel. "Outstanding Teachers: Who Are They?" *Clearing House* 45: 285-289; January 1971.

A review of literature relating to the traits of outstanding teachers. A composite picture of "good" characteristics is included.

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